

PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

PEACE STUDIES

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Table 4. cSLOs assessed and corresponding Data Evaluation

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COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
PEAC G100	x	x	x	x
PEAC G110	x	x	x	x
PEAC G150			x	x
PEAC G225	x	x	x	x
PEAC G230	x	x	x	x

COURSE ASSESSMENT STATUS

Fully Assessed



Partially Assessed



No Assessment



Table 2. Course Assessment Status between 2015-16 and 2017-18

*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status	Last Term Offered
PEAC G100	7	5 out of 7	Partially Assessed ↔	Fall 2018
PEAC G110	6	5 out of 6	Partially Assessed ↔	Spring 2019
PEAC G150	4	1 out of 4	Partially Assessed ↔	Fall 2017
PEAC G225	8	1 out of 8	Partially Assessed ↔	Spring 2019
PEAC G230	6	5 out of 6	Partially Assessed ↔	Spring 2018

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
PEAC G100	cSLO 2	Identify theoretical causes of peace and conflict in different settings.
PEAC G100	cSLO 5	Explain the concept of global interdependence (i.e. economical, political) and how it relates to peace and conflict.
PEAC G110	cSLO 2	Identify a broad sampling of case histories where nonviolent action has been employed as a means of struggle.
PEAC G150	cSLO 2	Compare and contrast a variety of perspectives in social justice issues, with a focus on relating marginalized voices and the contributions of key thinkers.
PEAC G150	cSLO 3	Employ critical thinking and advocacy of controversial social justice issues and explore how these issues have impacted themselves and their communities.
PEAC G150	cSLO 4	Identify the contributing factors, repercussions, and possible solutions to social justice and peace studies issues.
PEAC G225	cSLO 1	Analyze a conflict orally to determine the appropriateness of mediation.
PEAC G225	cSLO 3	Describe communication situations using discipline-specific terms.
PEAC G225	cSLO 4	Identify ways in which the mediation process is similar to and distinct from other conflict resolution processes.

Course Name	cSLO Name	cSLO to Assessed
PEAC G225	cSLO 5	Analyze the underlying issues of the dispute.
PEAC G225	cSLO 6	Apply the concepts in the texts, lectures, discussions, mass media, and other materials to real world challenges.
PEAC G225	cSLO 7	Demonstrate mediation and mediator skills.
PEAC G225	cSLO 8	Identify the relationship between the communication process and the mediation process.
PEAC G230	cSLO 1	Distinguish peaceful, nonviolent styles of leadership in contrast to destructive style.

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PEAC G100	cSLO 1	Fall 2015	The Data indicated that students, who actually completed the assignment, were able to follow the concepts from the lecture and the reading material. 67% were able to complete the assignment with high grade. 33% didn't do their homework. 90% received B or higher. My observation in the class indicates that 90% of students who completed the assignments with high grades were those who had regular attendance. The other 10% didn't attend regularly or didn't participate much in the class. Only 10% of well attended students did not complete the assignment. I had a very diverse group this semester. Some were not comfortable with writing in English as the second language. They were a contributing factor to the 33%.
PEAC G100	cSLO 3	Spring 2018	60% of students demonstrated a clear understanding of the negotiation skills, but some were hesitant to demonstrate it well in front of their classmates. When they were in small group settings, they were participating and contributing to the group, but hesitant to fully demonstrate it. The data means that they need a lot more practice to feel comfortable before a big project.
PEAC G100	cSLO 4	Spring 2016	The Data indicated that students, who actually completed the assignment, were able to follow the concepts from the lecture and the reading material. 85% were able to complete the assignment with high grade. 15% didn't do their homework. 90% received B or higher. My observation in the class indicates that 90% of students who completed the assignments with high grades were those who had regular attendance and participation. The 15% who didn't do assignment: was a split between those who didn't attend regularly and those who attended, but consistently don't do assignments. Being overwhelmed with work and family issues where among reasons for not completing assignments. Those who received lower than B had also poor attendance and had missed the class conversations.
PEAC G100	cSLO 6	Fall 2016	80% of those students who completed that assignment received B or higher. This data indicates that when students are given reflective questions, they do better. I've done this exercise in the past without giving them particular guideline questions and sometimes 50% of the class didn't complete the assignment the way they were supposed to do it.
PEAC G100	cSLO 6	Fall 2017	This was an in class assessment. Students were put in groups of 5 and were asked to design and demonstrated 5 negotiation skills for their classmates.
PEAC G100	cSLO 6	Fall 2017	This is a satisfactory result. Those who had difficulty with this assessments, were International students with language barriers or students who lacked focus; dealing with emotional stress and learning disabilities.
PEAC G100	cSLO 7	Spring 2017	The data indicates that the majority of the students were interested to explore how they can make a difference, however next semester, I'll have an additional assignment that helps them connect careers and problems more directly to

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			Peace Studies and connect their major directly to peacebuilding. I'll asses this SLO one more time next semester.
PEAC G110	cSLO 1	Spring 2018	The students who regularly attended and followed the reading assignments, did very well with this assignment. Those who only relied on the PowerPoint, could not bring enough evidence to analyze the campaigns well. All students did well with this assignment. 80% received 90% and up. Those who did the reading assignments and attended the class regularly and participated in the class discussions were able to go much deeper with this paper. Those who only relied on the PowerPoint had harder time to clearly articulate all steps of analyzing a campaign.
PEAC G110	cSLO 3	Fall 2016	This data shows that students do better when they have visuals like documentaries to watch. I've done this exercise based on lectures and readings and discussions. Students performed better with assigned documentaries. They did better with class discussions as well.
PEAC G110	cSLO 4	Fall 2015	Students loved this assignment. They reflected that since this exercise was in a free format, they all felt they could express themselves with the assignment and hence less resistance to do it. The first group of presenters was the important factor. Once they saw their peers expressing their interpretation to the contemporary issues, the rest got inspired and decided to join in. The Data also indicates when students can be in smaller groups and have discussion times in which they can be more confident and secure to share, they'll do better on their assignments.
PEAC G110	cSLO 5	Fall 2017	1/3 of the class achieved B or higher, 1/3 received C and 1/3 was below C level. The ones below C, had some levels of learning disability, hard time focusing and had many psychological problems this semester. Some good students received a C, but it was because of the timing of this assignment interference with their finals. In the future I'll assign an earlier due date for this assignment.
PEAC G110	cSLO 6	Spring 2017	95% of students achieved over 80 points out of 100 points. I had looked at the result of this assignment previously. This time the preparation happened over several weeks, building up to finalizing this paper. This time the result was higher (better) by 30%, due to consistent preparation and review of the material.
PEAC G150	cSLO 1	Fall 2017	Students loved this exercise, particularly because the combination of the lecture and class discussion was very lively. The material covered in the class was very contemporary and relevant to the students and the society they live in. Students realized how uninformed they have been about these contemporary issues, so they were eager to learn and eager to reflect. The format was inspiring to them. Everybody finished that assignment and had a classroom conversation about it.
PEAC G225	cSLO 2	Fall 2015	All students demonstrated mastery of this SLO by including a sufficient amount of strategies for mitigating ethical concerns in a conflict situation.
PEAC G230	cSLO 2	Fall 2016	17 out of 18 completed the exercise. 90% received grade B and higher. The data indicates that when students are given particular questions and guidelines they do better. I had done this exercise with them in the past and the results this time and their willingness to do the exercise was higher.
PEAC G230	cSLO 3	Spring 2016	Students did very well with this assignment, since they could choose the area of their interest. It was also challenging for them, since they had to learn new skills to communicate their findings with their peers. Since it was a two part assignment, students could get where they were weak and where they needed to do some work before turning in their essay reflection. Those students who completed the assignment (88% of the class) received a grade B or above.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
PEAC G230	cSLO 4	Spring 2018	I was very satisfied with this level of participation by students. They all got engaged in this project with much enthusiasm and interest to work on the critical role of cultural diversity in leadership. It helped that there was one full chapter on cultural diversity and leadership with several case studies that we covered for couple of weeks. The students did very well on this assessment. The fact that 100% of them did this assignment, indicates that they liked this method of assessment. 75% of the class achieved higher than 90% score. The res achieved B or C. In the future I will addthe cultural diversity in different industries to make the exercise more rigor.
PEAC G230	cSLO 5	Fall 2017	85% of the class got a very satisfactory grade on this assignment. The ones that couldn't produce satisfactory result had either a language barrier or this was their first semester at the college after being home schooled.They didn't have the foundation necessary to grasp the knowledge and synthesis it into a project. They could understand the information, but couldn't process it into a creating a project of their own. I think this is a satisfactory level for this SLO
PEAC G230	cSLO 6	Spring 2017	International students who had difficulty to read and understand the concepts or the students who refused to complete their reading assignments, had hard time to participate in an engaging way.

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
PEAC G100	cSLO 1	Fall 2015	For International students – I'm planning to meet them more often and individually throughout the semester. This semester I met them as a group and gave them all the campus resources and my office hours, but perhaps more specific planning with each individual needs to happen. Perhaps they can be more empowered if they have assigned time to meet in order to address their needs. Also planning to use more in class measures to determine their understanding of the concepts.
PEAC G100	cSLO 3	Spring 2018	In the future, I'll give more small assignments for class demonstration before giving a big assignment for demonstration
PEAC G100	cSLO 4	Spring 2016	This semester I regularly reminded students about the office hours and invited them to come see me. I had students regularly coming and asking for help. I assisted them individually to better understand the concepts and answered their questions. I believe this made them comfortable to do their assignments. Students also felt a lot more comfortable to participate in class discussion, once they felt they had better grasp of the concept.
PEAC G100	cSLO 6	Fall 2016	I'm pleased with the result of this SLO. Next time I like to assess SLO#7, which is about careers in peacebuilding.
PEAC G100	cSLO 6	Fall 2017	This was a very effective exercise. Students connected with each other and learn how to collaborate with each other. I'll continue this exercise.
PEAC G100	cSLO 6	Fall 2017	I'll continue with this exercise, but spend more time with my International students and students who're dealing with academic and non academic issues.
PEAC G100	cSLO 7	Spring 2017	I'll have an additional assignment that helps them connect careers and problems more directly to Peace Studies and connect their major directly to peacebuilding. I'll asses this SLO one more time next semester.
PEAC G110	cSLO 1	Spring 2018	To assure the students will be more rigorous with their reading assignment, perhaps a 5 minute quiz in the beginning of each class will help them to focus on reading more.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
PEAC G110	cSLO 3	Fall 2016	I'll assess this SLO one more time to make sure of the impact of the documentaries.
PEAC G110	cSLO 4	Fall 2015	I'll continue with this practice since it seems to challenge our students, but they respond well to it. Allow them to be more creative while giving them specifics that needs to be covered during their presentation.
PEAC G110	cSLO 5	Fall 2017	In the future, I'll move the due date a week in advance, so it's not interfering with the final. I'll also assign more classroom time for reviewing this assignment.
PEAC G110	cSLO 6	Spring 2017	For Fall 2016, I will prepare some poster boards or ask the students to prepare their own poster boards with all the principles and steps. (This can become part of the grading process), so they'll be better prepared to research, analyze and process nonviolence methods of thinking, acting and learning.
PEAC G150	cSLO 1	Fall 2017	This was a good assignment. I'll continue using it in my future classes.
PEAC G225	cSLO 2	Fall 2015	I will continue to refine the questions for assessment to encourage growth each semester.
PEAC G230	cSLO 2	Fall 2016	This was a popular and life changing exercise for students. They asked me to keep it. Next semester I'll assess a different SLO
PEAC G230	cSLO 3	Spring 2016	I'll continue with this practice since it seems to challenge our students (students were nervous to do presentation), but they responded very well.
PEAC G230	cSLO 4	Spring 2018	The subject of leadership and cultural diversity is very has become more important in recent years. I'll continue working on this issue with the students and develop more ways to asses their experiential aspect of this learning outcome. I will add another element to the assignment to make it more rigor. Students should look into cultural diversities in different industries to demonstrate their understanding of cultural diversities.
PEAC G230	cSLO 5	Fall 2017	In the future I need to insert more assignments to each students to teach them how to synthesis the material form knowledge to a project. I will asses this SLO again.
PEAC G230	cSLO 6	Spring 2017	Using discussion groups, next time I'll assign extra time for smaller groups (of native speaker with International students) to have a chance to talk to each other and help each other before I open it to an open discussion.